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ABSTRACT

This module, part of a series of early childhood education instructional materials, is intended to assist teachers in adapting an on-campus early childhood education program for use by students desiring self-paced instruction in early childhood education. The course consists of individualized study of a topic chosen by the student or approved work experience. Outlined in the first part of the module are the course objectives, suggested topics for study, guidelines for course completion, and the grading system for the course. Two copies of a sample student contract are provided. Appended to the module are a list of research paper requirements, a module evaluation form, and a bibliography of activity books for use in early childhood education programs as well as works dealing with the philosophy and history of early childhood education and curriculum management. (MN)

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BELLEVUE COMMUNITY COLLEGE

EARLY CHILDHOOD EDUCATION 295

SPECIAL TOPICS

Funded By:

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Gloria Owens Polis
Program Chair
1983

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BELLEVUE COMMUNITY COLLEGE
Bellevue, Washington

EARLY CHILDHOOD EDUCATION 295

SPECIAL TOPICS

Purpose

This module adapts the content of the on-campus Early Childhood Education program at Bellevue Community College to a competency-based set of learning activities. Completion of the required learning activities is the responsibility of the student. The college instructor is available for guidance, resources, and observation as needed. References are suggested.

Development of these self-paced modules is intended to produce a highly individualized training for early childhood personnel. Possible candidates for utilization of this module are the child caretaker who is employed all day, the young mother who wishes to continue her training, or the daytime worker who desires another career.

Learning objectives are designed as suggestions to meet the established objectives. Instructors may wish to develop their own or supplemental activities to meet the unique needs of their students. Please share learning activities which are developed through use of these modules. By sharing, these modules will continue to grow and be a viable addition to all early childhood programs.

Acknowledgments

Special appreciation to members of the Early Childhood Education Advisory Board for their involvement in the development of these modules. The suggestions of the students and staff members have also been invaluable. Thanks also to the college administration for their encouragement of staff growth and program innovation.

Funding for this project was through a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. This is a Curriculum Development Project conducted under Public Law 94-142.

Gloria Owens Polis

EARLY CHILDHOOD EDUCATION 295

SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION

Course Description - Study of selected topics or approved work experience in the field of Early Childhood Education. Course may be repeated for a maximum of 15 credits. Prequisite: EdEd major or permission of instructor.

Course Objectives

I. To provide an opportunity for independent exploration and expression.

II. To develop specific concepts or materials relevant to the early childhood education discipline.

III. To create a comprehensive activity which supplements the basic early childhood education competencies.

IV. To enhance the capability of the student in the development, implementation and completion of a total project adhering to established procedures and due dates.

Suggested Topics

Topics for consideration may include, but are not limited to the following:

Early Childhood Education Module
Exploring childhood notebook and completion
Research project - See appendix
Multi-cultural curriculum development
Parent involvement plan
Curriculum planning, scheduling and implementation
Learning materials development - "home-made" junk
Puppet presentations
Administration procedures
Flannel board library
Cooking in the classroom
Notebook on specific topics
Book, journal, magazine review and reports
CDA portfolio
CDA assessment
Audio-visual extended learning
Equipment selection
Home visit plan - objective, narration, evaluation and follow-up
Creative learning materials
Modify, extend or improve existing materials.

Projects must be approved by the instructor prior to implementation.

IV. Guidelines

1. Student contracts must be arranged, finalized, and approved during the first two weeks of the quarter.

2. Instructor assistance is available throughout the quarter. Conferences can be held during scheduled office hours or by special appointment.

3. Completed projects are due or or before the last day of the quarter prior to finals. Specific due date will be indicated on the contract.

4. Project reports must be typewritten using double space.

5. Manuscripts must be typed and correctly documented with basic references. See suggested format in appendix.

V. Grading

Grade standards are as follows:

Quality and completness of contract	2
Extent to which objectives are met	4
Content	4
Organization	2
Neatness	1
Due Date - on time	2
	TOTAL 15

15, 14	A
13, 12, 11	B
10, 9, 8	C
7, 6	D
5 ---	E

STUDENT CONTRACT

Bellevue Community College
Bellevue, Washington

EcEd 295
Special Topics in Early Childhood Education

Instructor: Gloria Polis
Office Telephone: 641-2364

Contract is to be submitted to the instructor during the first two weeks of the quarter.
Contract is to be typed.

Student Name.....

Address.....
.....

Telephone.....

A. Statement of project

B. Objectives

C. Why I chose this project

Project is to be completed by.....

Approved by.....

Submit two copies.

After instructor approval - one copy for instructor.

STUDENT CONTRACT

Bellevue Community College
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EcEd 295
Special Topics in Early Childhood Education

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A. Statement of project

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Project is to be completed by.....

Approved by.....

Submit two copies.

After instructor approval - one copy for instructor.

APPENDIX

Early Childhood Education 295

Research Paper Requirements

For maximum credit for your research paper, the following instructions should be observed.

1. Topic must be approved by the instructor.

2. Research paper should be:

   a. A minimum of 10 pages.
   b. Typed on eraseable bond paper.
   c. Double-spaced.
   d. Neat - no strike-overs or sloppy erasures.
   e. Grammatically correct - proper punctuation, spelling and grammar.
   f. Footnoted.

3. Title page as follows:

Bellevue Community College
Early Childhood Education
EdEd 295 - Spcial Topics

"Title of Research"

Your Name
Address

4. In addition to the Title page, the research paper will contain:

   a. Table of contents
   b. Topic
   c. Bibliography
   d. Footnote page.

5. Footnotes will be identified by a footnote number placed 1/2 space above and at the end of the quoted material. The page at the end of the Research paper will include footnotes by number. Do not put footnotes at the bottom of the pages.

6. If you have not written a Research paper for some time, the library has samples or one may be purchased from the bookstore. The campus writing lab is also available for assistance.

COURSE /MODULE_____
INSTRUCTOR_____

EVALUATION OF MODULE

(To be submitted with final assignment.)

1. Were the directions for the Activity assignments clear? Yes__ No__
2. Was the material at your level of reading and understanding? Yes__ No__
3. Were the activities useful to you? Yes__ No__
4. Did the course module meet your expectations? Yes__ No__
5. Was the amount of work required reasonable? Yes__No__
6. Would you take another course in this modularized mode? Yes__No__
7. Would you recommend this course to a friend or co-worker? Yes__No__
8. What activities could have been omitted?_____
   _____
   _____
9. What specific objectives contributed most to your growth?_____
   _____
   _____
10. How might this module be changed or modified to make it more valuable to your development as a teacher of young children?_____
    _____
    _____
11. What did you like least about the course?_____
    _____
    _____
12. What did you like best about completing the course?_____
    _____
    _____
13. How would you rate this model? (Circle the number)

    Low 1 2 3 4 5 High
14. How would you grade yourself?

    A B C D E

BELLEVUE COMMUNITY COLLEGE

Early Childhood Education

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